

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodologies which include research design, research subject, population, sample, research method, definition of classroom action research, the advantages of classroom action research, the model of classroom action research, collecting data, and analyzing data.

3.1 Research Design

A research design is a plan or systematic activities using some method to find something new. Ary in Fimbriani (2010) states that research design is the researcher's plans to do the research. In other words, it explains who are the subject of the research, how the researcher collected the data, what method will be implemented, how the method will be used, and how the researcher analyzing the data. In this research, the researcher wanted to repair and enhance the process, method, situation, system, and competence the teacher in teaching-learning writing class and students' writing skill.

In addition, Fraenkel, Wallen, and Hyun in Fimbriani (2012) says that action research is a research to solve the problem of some people when do not get the information. This research is Classroom Action Research (CAR). It is a kind of research that is conducted in a classroom by the researcher. In other words, classroom action research was aimed to give a solution of the problems that happen in a certain classroom and to find out the best method or technique which can teacher used in a classroom to improve teaching-learning process.

In this research, the researcher chosen classroom action research because the researcher wanted to give the solution of the students problems, give the students new learning style, and change the traditional method the English teacher. The researcher collected and analyzed the data by using quantitative method. There were two cycles in this research. Cycle 1 consisted of three meetings and a post-test 1. Cycle 2 consisted of one meeting and post-test 2. This method aimed to show students' writing achievement. The researcher analyzed the paper test of the written test, a statistical technique that was used to find the students' mean score. The data that the researcher got from the test were analyzed to show whether or not teaching writing using animation movie could improve students' writing skill. In this research, the students' mean score of the pre-test was compared to the students' mean score of the post-test to know there was an enhancement of the students' writing skill.

3.2 Research Subject/Object

The subject of this research is the eleventh-grade students in SMA Muhammadiyah 1 Malang in academic 2017-2018. The class consists of 13 students. According to the result of the observation, interview, and pre-test, this class was chosen as the subject because the students have some problems in writing that were needed to be improved. The object of this research is animation movies as the media in teaching-learning. Animation movie was given to the students in order to improve the students' writing ability. The researcher used in animation movies because movies could attract students participant. Based on the schools' decision, the treatment was applied to the students for two weeks.

3.3 Research Method

In this research, the researcher used classroom action research as the method. The researcher collaborated with the English teacher in implementing this method. As long as the research process, the researcher taught writing in the classroom and the English teacher observed the teaching learning process. The researcher used animation movie as the media in the teaching learning process. This method the classroom action research (CAR) was implemented in SMA Muhammadiyah 1 Malang.

3.4 Definition of Classroom Action Research

Classroom Action Research (CAR) is a method to find the solution of students problems and to improve students ability by teacher or researcher. Wallace in Indrasari (1998:4) defines action research as the way of reproducing teachers' teaching that is done by collecting data on students' everyday practice and analyzing it.

From the definitions about, it can be concluded that action research is the systematic study of efforts to overcome education problems or to change things related to an educational problem for improvement. This research will be carried out by the collaboration of the researcher as the teacher and her partner as the observer. The practical action was used animation movie to improve the students' writing skill. The reflection of the actions can be known while the visual aid is used. This reflection showed whether animation movie could improve students' writing skill.

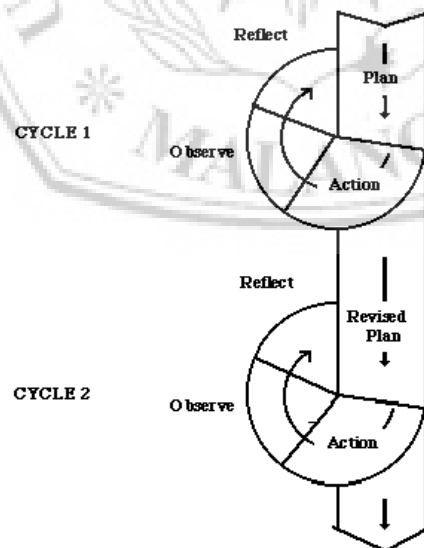
3.5 The Advantages of Classroom Action Research

The followings are the advantages of action research :

- a. helping the teacher improve instruction in classroom,
- b. helping the teacher focus on specific problems and manage the students with a plan,
- c. finding the solution for students problem,
- d. giving the appropriate and effective teaching-learning process to students,
- e. developing teachers' ability or skill in solving the students problems,
- f. developing the teaching curriculum.

3.6 The Model of Classroom Action Research

The action research model used is the model developed by Kemmis and McTaggart in Fimbriani (2008:51). There are four steps in action research: plan, action, observation, and reflection. The spiral model can be illustrated as follows.



3.6.1 Cycle I

a. Planning

The researcher collaborated with the English teacher to find the students' problem and to identify the students' weaknesses and strengths in writing class. Then, the researcher and the English teacher made the lesson plans (RPP), learning the material, and prepared the media that the researcher will be used in the class.

b. Acting

In this part, the researcher taughts the students about narrative text. As the teacher, the researcher gave the students assignments to re-writing a story from the movie that the students watch on the first meeting until the third meeting. On the first day, to know the students problems the researcher gave a music video then the students had to fill the music lyric and make a story from the music lyrically and the music video. In the next meetings, the students had to re-writing a story from the movie.

c. Observing

The researcher observed the students' attitudes during the class, students' responses to the material (questions related to the material and the researcher feedback), the students' improvement in writing class, and the students' assignments.

d. Reflecting

In this part, a reflection was done after every action in cycle I were entire. The researcher evaluated the students' result according to the students' assignments. The assignments were the students wrote their experience when Idul Fitri holiday as the pre-test, the students wrote the music lyrics and wrote the story according to the music video as the post-test 1, and the students wrote a story in free theme but according to the teachers' requirements. The data that the researcher collected helped the researcher and the students to know the students' progress. The researcher gave the students' result to inspire the students to learn from their mistakes and they remembered their mistakes then never did it again. The researcher also checked the material, the steps, and the media had matched and useful for the learning process.

3.6.2 Cycle II

a. Planning

In this step, to know the students' improvement after writing the story in the cycle I, the researcher organized the data on the pre-test. Then, the researcher prepared all the needs in teaching learning process (the lesson plan (RPP), learning material, and the media that researcher used in the class).

b. Acting

The researcher asked the students to write a story (narrative text) according to the terms: the story had to contain five paragraphs. Each paragraph contains 3-4 lines. The examples are orientation 3 lines, complication 4 lines, and climax 4 lines. It had a purpose to know students development in writing (especially students' grammar).

c. Observing

In this part, the researcher observed the students' attitude, the students responses to the assignment, the students' problems in doing and understanding the assignment, and also the students' result in writing class.

d. Reflecting

A reflection was done after every action in cycle II were finish. The researcher evaluated the students, asked the students' feeling, asked the students' difficulties, and then gave the students feedback.

3.7 Data Collection

This action research needs the data to support the investigation. In detail, the technique of collecting data is quantitative data. The quantitative data were collected by using tests, the tests are gave three times: at the beginning of the research and in the end of each cycle.

The tests were conducted to measure the students' writing skill there are two kinds of test the pre-test and the post-test. The pre-test is a test before the implementation of the method, to know the students' writing problems. The post-test is a test after giving the method, to know the students' development in writing class. Then the researcher compared the pre-test score and post-test score to get the students' result. The pre-test was the students wrote their experience when Idul Fitri holiday, the students wrote the music lyrics and wrote the story according to the music video as the post-test 1, and the students wrote a story in free theme but according to the teachers' requirements (example: every paragraph contains 4-5 lines).

3.8 Data Analysis

The data collected in this research is quantitative data. The researcher analyzed the results of the pre-test and post-test to show the achievement data, to find out the mean that was used to prove whether or not teaching writing using animation movie could improve the writing skill, to compose the students' writing skill before and after the implementation of the research. According to Oshima and Hogue (2007) claimed that the assessment criteria were format :

No.	Kriteria Penilaian	Skor
1.	Format :	
	- Title	5
	- The position of title	5
	- The position of the first sentence	5
2	Punctuation and writing :	
	- The use of capital letters	5
	- Spelling	5
	- Punctuation	5
3	Punctuation :	
	- Main sentence and supporting sentence	15
	- The structure of narrative text	
		25
4	Grammar dan Structure :	
	- Action verb	5
	- Nouns	5
	- Adjective	5
	- Time connective	5
	- Adverbs	5
	- Past tense (V2)	5
	Jumlah maksimum	100

According to the assessment table, the researcher gave 15% points on format (title (5), titles' position (5), and position of the first sentence on paragraph (5)) because the students knew how to write the formats and it needed small points, punctuation and writing 15% (the use of capital letters (5), spelling (5), and punctuation (5)) because the students knew how to write the punctuation and writing, organization 40% (main sentence and supporting sentence (15), the structure of narrative text (25)) because the biggest problem of the students was on this criterias, grammar and structure 30% (action verb (5), noun (5), adjective (5), time connective (5), adverb (5), and main character (5)) because the students were still leaked of this criteria. Then, the researcher calculate the data with the formulas as follows:

$$\bar{Y} = \frac{\sum Y}{n}$$

$$\bar{X} = \frac{\sum X}{n}$$

Note:

\bar{X} = Means of pre-test score

$\sum X$ = The sum of the students' pre-test score

\bar{Y} = Means of post-test score

$\sum Y$ = The sum of the students' post-test score

N = Numbers of sample

Finally, by analyzing the data from observation and test, the researcher was able to make a conclusion whether animation movie can improve the students' writing skill or not.